External Review Report

7th Cycle Program Review

Department of Child and Adolescent Development

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Overview of the Program

The Child and Adolescent Development (CAD) Department's Seventh Cycle Program Review Self-Study Report describes a small but dynamic group of faculty and a robust program in the midst of significant changes. Our campus tour, interviews, and observation demonstrated significant strengths and planned improvements that were not documented in the report.

1   Dedicated Faculty

The CAD faculty are remarkably dedicated. While the number of tenured/tenure-track faculty is small (especially in proportion to the size of the program and given the expected growth), they are very productive in both research and service. The non-tenure track faculty are also very committed and most have been with the department for a long period.

2   Faculty Collegiality

The CAD faculty are very collegial. They support each other in both teaching and research and go far beyond reasonable expectations for service. These achievements are accomplished despite vastly inadequate space and resource allocations. The number of service hours and commitments placed on faculty are likely unsustainable in the long-term.

3   CAD Curriculum

The CAD department is in the midst of extensive revisions to their curriculum. The four concentrations described in the Self-Study Report have been reduced to three. Those three have been dramatically restructured to correspond to current state standards. A new faculty is being hired to revitalize the Adolescent and Youth concentration.

4   Support for CAD Students

The CAD department has several cohort programs to provide both social and academic support to select students. However, the department is aware that there is a lack of social interaction for the other students. The lack of physical space means that CAD students have no place to gather with peers. Shared offices mean that time for students to meet with faculty is limited. To respond to these issues, the department is working to develop a student association. This would improve both social and academic opportunities for all students as well as support additional extracurricular activities.

Evaluation of Program Quality

1   Program Planning

  1.1   New

The CAD Department is young, having only achieved department status in AY 2008-09. In AY 2017-18, the department has 4 tenure-track faculty (3 assistant and one associate status). These faculty and their adjunct colleagues are tremendously committed to and engaged with, both the field and the campus. In addition, the department is in the midst of significant program change. These changes in both staff and program make it difficult to make meaningful decisions based on data from prior years.

  1.2   Limited Planning Data

Due in part to the short existence of the CAD Program and Department, there is limited data available with which to evaluate the program. Evaluation and

planning are further complicated by the ongoing changes to course offerings, concentration pathways, and impaction status that have occurred during this time.

The department currently lacks any standard course assignment or assessments. The department also has no standard program-level assessments. Thus, the department must rely on utilizing alumni and internship supervisor surveys for program evaluation.

1.3   Collaboration with EDvance

The EDvance program is a source of significant strength and ongoing innovation for the CAD department. Many courses are taught or supported by EDvance staff. CAD students receive both social and academic support from EDvance. EDvance works with CAD faculty to revise both course content and course roadmaps.

1.4   Impaction

For the past few years, the CAD major has been impacted. This has reduced the number of students while simultaneously raising entrance-requirements (and thus improving the average student's academic skills). Despite impaction, the major has seen steadily increasing numbers and currently serves approximately 400 majors.

Impaction is planned to end in Fall 2019. This is predicted to greatly increase the demand for the major while decreasing the minimum student's academic proficiency. The effect of this change is hard to predict, given that it will co-occur with the significant changes to the program pathway of core classes for the major.

2   Student Learning and Achievement

      There is a lack of clear data about student achievement due to to the absence of standard assignments (see proposal below) and historically few common courses across students (resolved with current proposed pathway revisions to the major). Data on graduation rates in the Self-Study Report seem to suggest that rates are decreasing despite impaction. However, it is clear that the CAD department is dedicated to student success and has implemented innovative strategies to achieve it.

 2.1   EDvance Pathway

      The EDvance Pathway provides significant support for at-risk students. The close relationship between EDvance and the CAD Departments shows the serious commitment to promoting the success of diverse and at-risk students. This collaboration is a rich source of improvement and growth for the department.

 2.2   Global Outlook

      Both social justice and a global outlook play a central role in the course content and activities of the CAD Department. Core courses explicitly address this content. Impending changes will expand this focus. In addition, the department provided international experiences to allow students the real-world opportunity to practice these skills.

 2.3   High-Impact Practices

      There do not appear to be available data documenting HIPs or assessing their effectiveness. Each faculty person has meaningful relationships with students and relevant anecdotes. As mentioned above, the EDvance Pathway and other cohort

systems provide student support. However, a more systematic approach to HIPs (including data collection) is recommended.

2.4   Student Club

As mentioned elsewhere in this report, the department is currently development a student club. This will provide a venue for both social support and academic enrichment. It will also serve as a mechanism to engage student with faculty's professional work and service activities.

3   The Curriculum

The CAD major has historically contained four concentrations. While the names of the concentrations have changed over time, their focus has been fairly stable and based on students' prospective career goals. At the time of the Self-Study, those concentrations were 1) Early Childhood, 2) School-Age, 3) Youth Work, and 4) Policy, Advocacy and Systems.

The structure of the CAD major has undergone significant changes in the recent past. When the CAD Self-Study was written, the major had been reduced to 45 units (to comply with SFSU standards for a BA degree) and the Policy, Advocacy, and Systems concentration was in the process of being retired (effective Fall 2017). Many new courses had been developed and some courses were in the process of revision.

At the time of the Self Study, , each concentrations consisted of unique coursework. There were few core courses that were consistent for the overall major. In addition, each concentration was structured into subgroups of courses, from which each student chose a single course. Consequently, even within a concentration there was little consistency in

coursework between students. This design makes aggregate assessment of program outcomes difficult.

Since the self-study, the CAD faculty worked extensively to propose program changes that would bring the concentrations into compliance with the Chancellor's Executive Order 1071. The number of concentrations has been reduced to 3. Across these, there is a proposed stable core comprising 24 units across 9 courses. The proposed core includes the following courses:

- CAD 210: Introduction to Applied Child Development

- CAD 260: Child, Family, and Community: An Ecological Perspective

- CAD 300: Professional Roles and Careers in Child and Adolescent Development

- CAD 410: Applied Child and Youth Development

- CAD 450: Understanding and Working with Diverse Families

- CAD 500 GW: Action Research Methods in Child and Adolescent Development

- CAD 625: Children, Youth and Public Policy

- CAD 610: Internship Seminar

- CAD 611: Internship

This core curriculum clearly represents the future of the CAD major. Consequently, we have chosen to focus our discussion on the proposed core rather than the curriculum that existed at the time of the self-study.

Students continue to be able to focus on their population of interest using 21 units (7 classes) in the major that differ between the concentrations. The result is

a robust design for serving the goals of program consistency and quality while also meeting the needs of students with diverse goals.

3.1   Concentrations

Child and Adolescent departments in California serve pre-teaching students (since California has historically utilized a post-baccalaureate credentialing system for K-12 teachers) as well as students seeking to work with children of other ages and in other capacities. To accommodate these diverse student goals, Child and Adolescent departments often utilize concentrations, emphases, options, or similar strategies to organize the curriculum. The SFSU CAD department's three concentrations meet this goal by providing a pathway for early childhood professionals, a pathway for elementary and special education teachers, and a pathway for those working with adolescents and youth.

However, while the core of the major has benefited from extensive consideration and revision, the 7 classes that comprise the concentration could benefit from additional review. The CAD curriculum originated as an interdisciplinary program, which is reflected in the large number of diverse courses from many departments that are options within each concentration. In addition, the department values individualization for student needs and goals, which encourages them to include all possible courses that may benefit specific students. Consequently, the concentrations contain between 18 (for the School-Age Option) and 26 (for the Early Childhood Option) choices for the 7 concentration courses. This extreme variety of classes within concentrations over-prioritizes history and

individualization at the cost of program consistency. It is likely that a review of program goals would suggest dropping some of these course options.

3.2   Class Size and Structure

The SFSU CAD program has a strong social justice and personal empowerment component that is embedded throughout the curriculum. This is combined with their applied focus that utilizes field projects, observations, and service learning to increase students' professional skills. In addition, the department is actively engaged in collaboration with a variety of foundations and agencies to provide remediation, social, and academic support for at-risk and first-generation students.

The class sizes are appropriate for these goals. Increasing class size would jeopardize the success of this curricular model and the ability of the program to support diverse students.

3.3   Developmental Content

For a major and a department entitled "development," there are surprising few classes that are specifically focused on the development of children and adolescents. With the core, there are two courses. CAD 210: Introduction to Applied Child and Adolescent Development is a lower division course that is articulated with most community colleges and for which the learning goals and content are standard throughout the state. CAD 410: Applied Child and Youth Development reviews the CAD 210 content at an upper division level while also supporting the application of that content to real-life work.

In addition, the program's Student Learning Outcomes (SLOs) define only an understanding of developmental theory. While the SLOs discuss extensive expectations for application of developmental knowledge and contexts, there is no specification of developmental milestones, research, or the like.

While the applied nature of the coursework and the focus on social justice are clear strengths of the program, that focus cannot come at the cost of the core content of Child and Adolescent Development. The CAD department is encouraged to review the SLOs and curriculum to ensure that existing developmental content is clearly identified. Further, the department is encouraged to consider reducing the number of concentration courses in favor of additional core, developmental content (either by focusing on specific courses rather than options or by increasing the size of the common core).

3.4   Course Consistency

During the external review, the reviewers had the opportunity to observe two sections of CAS 260: Child, Family, and Community: An Ecological Perspective. One section was a standard GE course offered to the general SFSU population and included approximately 50% CAD majors. The other was a special section for the Metro students.

Both classes were pedagogically robust, engaged the students, and conveyed valuable content. However, they were also entirely different in both topics and activities.

Currently, the department is serving fewer than 400 majors with a curriculum that contains relatively few core courses. This results in just a few

sections of each course being offered each semester. With loss of impaction and the increased consistency in the core of the major, it is likely that the number of sections of each course offered concurrently will increase.

The department is encouraged to define key content, assignments, and assessments for each core course. This would still allow pedagogical individualization while ensuring that students in different sections of a course acquire shared expertise.

4   Faculty

At the time of the Self-Study, the CAD department had four tenured/tenure-track faculty. Since that time, the most senior faculty and Department Chair (Dr. Dahl) has begun the retirement process and a new Assistant Professor has been hired. Consequently, the most senior current T/TT faculty person is Dr. Park, who is an Associate Professor and current Department Chair.

The current four faculty are incredibly dynamic and proficient women with extensive research, pedagogical, and professional accomplishments. They have been remarkably successful at utilizing local collaborations and initiatives to provide academic and social support to students.

Three of the four specialize in early childhood, while the newest faculty member specializes in adolescence. This positions them well to serve the majority of CAD majors, who are completing the Early Childhood concentration. The newest faculty person plans to review and revise the Youth Work concentration.

This small group of T/TT faculty is joined by a talented pool of long-term lecturers who teach many of the core classes. Some of the lecturers are focused on specific programs or populations (such as the Metro and PATH programs).

4.1   Tenured/Tenure-Track Faculty

The current T/TT faculty are all relatively new to SFSU and only one of them is currently tenured. While they have developed remarkable knowledge in a short period of time, there is a lack of departmental and institutional memory. This is compounded by SFSU's currently changing expectations regarding curriculum, staffing, and other infrastructure supports. This situation may make it harder for faculty to navigate the systems necessary to expand their department and improve their curriculum, and should merit extra institutional support.

4.2   Collaborations

In a time of reduced state-support for public higher education, the SFSU CAD program is a model for utilizing research and application projects to support curricular offerings. The department has developed both local and international collaborations to provide students with fiscal support, mentoring, specially-designed coursework, internships, and more. These collaborations, in themselves, merit a separate report.

4.3   Faculty Expertise

As mentioned above, three of the four faculty specialize in Early Childhood, which is the concentration serving the majority of CAD majors. This has supported the revision of the Early Childhood concentration, which increases program quality,

ensures compliance with SFSU and CSU regulations, and addresses state expectations for early childhood professionals.

All faculty also share a focus on the contexts of development, including social justice and student empowerment. This shows in their professional actions, high-impact practices, and curriculum.

However, these strengths are balanced by a lack of faculty focusing on the School-Age and Youth Work concentration. The newest faculty member has taken on the challenge of revitalizing the Youth Work concentration without collaborative support. There is currently no T/TT faculty person with a focus on school-age development.

4.4   Faculty Size

Even without the specific need for School-Age and Youth focus (as described above), the CAD department is in desperate need of additional faculty. While the four tenure-track faculty are astonishingly dedicated, this number of faculty is likely inadequate for the current number of majors. It is surely inadequate for the expected enrollment increase that will accompany the loss of impaction. The current faculty size also fails to account for the increased proportion of the major that will be taught within the department and required of all majors under the proposed program changes. Together, these changes mandate that multiple new T/TT faculty be hired within the next few years.

5   Resources

  5.1   Inadequate Space

         The space allocation for the CAD Department is woefully inadequate. Despite the small number of tenured/tenure-track faculty, only the chair has a private office. All other faculty share their offices, in one case with a supply room. This limits the possibility of meeting with students or working effectively on campus.

         Even more startling, the CAD Department has access only to these few, inadequate offices. They have no student meeting space, no research space, and no conference or meeting space. Even classroom space must be borrowed, as the department does not control any designated rooms.

         Further, the CAD Department is currently housed in the Engineering Building. This distances the department from the College and makes it difficult for students to locate faculty and department resources.

         For the department and its students to flourish, this space situation must be rectified. CAD should be relocated to be proximate with the rest of the college. Tenured/tenure-track faculty should have private offices, with different office space provided to adjunct faculty on a shared basis. A meeting area should be allocated that can be used for student groups and conferences.

  5.2   Assigned Time

         Only the Department Chair has assigned time to focus on service responsibilities. Despite significant commitments, other faculty meet department

demands on their personal time. This is likely unsustainable given the high level of service expectations.

Currently, there is no mandatory academic advising for the major and limited availability of advising by request. Assigned time should be provided so that students can universally access this support, especially since the impending changes to the major and loss of impaction will likely lead to greater demand.

5.3   Edelman Institute

Given the CAD Department's history as a program, it is unsurprising that the department has a close relationship with the Edelman Institute. The Edelman Institute manages the Metro student cohort program, administers JumpStart, provided funding for the PATH program, and provides instructors for many course sections.

This relationship is very supportive and has ameliorated the effect of some departmental restrictions. However, it also moves essential CAD activities outside of the department, with a resulting loss of control. As the department grows, it is encouraged to assume greater control of academic programs.

6   The Program's Conclusions, Plans, and Goals

The CAD self-study highlights the extensive professional activities, collaborations, and curricular successes of this small department. Notwithstanding these existing strengths, the Self-Study recognizes the issues faced by a small faculty who are responsible for a radically-changing and under-resourced program.

6.1   Needs Associated with Loss of Impaction

Prior to impaction, the CAD department was approximately 150% of the current size. In addition, a lower entrance GPA was required of entering students, necessitating more academic support and remediation than the current population.

Impaction is currently expected to cease in AY 17-18. This looming change presents an unpredicatable staffing and curricular challenge that is, unsurprisingly, drawing faculty attention. While it is likely impossible to hire faculty and provide rooms and staff support prior to the loss of impaction, it is imperative that those changes be planned. Support is necessary so that the loss of impaction does not eclipse other program plans and goals.

6.2   Curricular Revision

The CAD Department is in the midst of curricular revision. As discussed above, the proposed program change (which is currently under curricular review) will likely require additional staffing and support. No calculation has yet been done to assess the change that the new proposed core will make to the number of CAD courses taken by each CAD major.

The proposed program change is a robust response to changing SFSU and CSU expectations. However, it is only the first step in a thorough review of the curriculum. That review is intended to include student learning objectives, course content, and the concentration-specific courses.

The CAD and Liberal Studies departments are also collaborating on the application for a California Commission on Teacher Credentialling "waiver" to provide a course pathway that would allow multiple-subjects and special-education credential students to

avoid the CSET. The application for this waiver is an ongoing process that will provide a valuable career pathway for students.

6.3   Facilities

The CAD department is currently housed in the Engineering and Science building, far removed from the College of HSS. The department facilities allotment is too small to accommodate individual offices for either T/TT faculty or lecturers. The department controls no classrooms, meeting space, or dedicated storage space.

The College of HSS is currenlty working to remediate this situation. Such remediation must be a priority. The interdisciplinary nature of the concentrations, the diversity of the CAD majors, and the extensive professional activities and collaborations of the faculty all require supportive space.

Commendations of Strengths and Achievements

As has been mentioned repeatedly above, the strength and dedication of the CAD faculty (both T/TT and lecturers) is remarkable. SFSU and the CAD students benefits tremendously from this vibrate and talented group. It is not possible in a document of this size to adequately document the professional and pedagogical achievements of this program.

1   Professional Engagement and Creativity

We lack the space or language to address the scope of faculty involvement with the field and the campus. Despite being a small department and new to SFSU, the faculty are well-represented on campus, state, and national initiatives. In conjunction with their collaboration with local and campus agencies, these activities inform and enrich the CAD curriculum.

2   Revision of the Major

The legacy of CAD's interdisciplinary beginning was a major that was highly individualized but lacking in structure and consistency. In a short period of time, the CAD faculty have successfully responded to SFSU expectations to reduce the number of units in the major while increasing the proportion of the major that is consistent for all students. These changes were conducted while improving curricular quality and ensuring that students still meet state expectations for CAD professionals.

In particular, the CAD department should be commended for successfully maintaining the concentrations (which allow students to focus on specific populations and professional skills) while still meeting the Chancellor's 1071 requirements. These concentrations allow consistency among subpopulations within the major, providing an ideal balance of rigor and individualization.

3   Advising

The CAD department has developed innovative and effective advising models to accommodate the lack of staff support. Currently, the CAD department has no dedicated staff academic advisors and no faculty assigned-time for advising. To address this, the faculty have embedded advising and graduation review within key core classes. All students receive an orientation in CAD 410 and all students participate in graduation preparation in CAD 610.

While a strategic and successful approach, in-class advising is not adequate to meet all needs. The CAD faculty deserve recognition for providing additional, regularly scheduled advising office hours. In addition, Metro and PATH students receive additional, extensive advising support.

Recommendations and Strategies for Program Improvement

1   Increase Developmental Content

While there is excellent content in the three current concentrations of the CAD major, it is nonetheless noteworthy that students take only two classes specifically focused on the development of children and youth (CAD 210 and CAD 410). It is recommended that CAD 410 be expanded into a 2-semester course sequence to allow greater depth and breadth in this area.

In addition, the department is encouraged to review the program and course learning outcomes to ensure that they match the department's priorites and provide adequate detail about the developmental content. Currently, the department's focus on social justice and children's developmental contexts is elucidated at the expense of core developmental topics.

2   Increase Course Consistency

The concentrations allow students to focus on an developmental period of personal and professional interest. This individualization is supportive of student needs and matches the design of most CSU Child Development Departments. However, the current proposed concentration pathways have extensive lists of courses for each concentration. This makes it difficult to assess expected demand for courses (since it is not known which courses students will select from these lists) or to assess program outcomes (since each student takes a highly-customized set of concentration courses).

It is recommended that the department reduce the choices in the concentration pathways. Further, they are encouraged to develop thematic advising pathways for

particular career goals. Some courses might be better offered as minors in another department rather than selections with a CAD concentration.

Further, the department is recommended to develop core assessments and/or assignments for classes within the major core (across concentrations). As the number of majors increases (as expected with the loss of impaction) and the number of students needing each course increases (as expected with the expansion of a common core across concentrations), more sections of each course will be needed each semester. Common measures will ensure that students in different sections share the essential knowledge and skills expected from the course. These tools will also allow assessment of SLOs at a course and program level.

3   Assigned Time

The CAD Department has extensive and immediate need for significant additional assigned time. The Department Chair should have more time overall, and should specifically be awarded a 12-month contract with summer hours dedicated to department work.

The Associate Chair should have assigned time to accommodate the responsibilities associated with that role. This is particularly true since the Associate Chair is not yet tenured.

Dedicated assigned time should also be allocated for faculty advising. A major advisor who is a tenure-track faculty should be assigned to 50% advising responsibilities, so that he/she can meet with all students to create appropriate study plans. This will be particularly necessary as the changes to the major increase the focus on course sequencing and as the removal of impaction increases student demand for available

courses. This advising should be offered at diverse hours (including evenings) to ensure student access. Student advising should also be funded for summer (when registration for fall is occurring and newly-accepted students need support).

4   Additional Tenure-Track Lines

As mentioned several times in this document, the CAD Department is understaffed. This situation will be exacerabated by expected program growth and appropriate assigned-time compensation. Consequently, new tenure-track faculty are needed.

The first priority should be faculty focused on the school-age population. That concentration currently lacks a faculty with a dedicated focus. The faculty should also demonstrate a family/social justice orientation to fit the department norms and focus.

The second priority should be faculty with an early childhood focus to supplement the staffing of that option. The majority of the CAD majors complete the early childhood option.

5   Allocated Space

As mentioned above, the CAD Department is in dire need of increased space. Additional and relocated office space is needed to allow each tenure-track faculty to have a private office within the college building. A conference and meeting room is essential to the department's academic and research work. Designated classroom space is needed to facilitate predictable course scheduling. Student space is needed to provide academic and social support.

6   Increasing High-Impact Practices

Concerns about the consequences of ending impaction were highlighted during our campus visit (and are reflected throughout this document). However, this change has

possible advantages for the CAD Department. Ending impaction will allow native freshmen to declare the major upon entry to the university. This will allow first year experiences, sustained cohort relationships, and other high-impact practices. As this change unfolds, the department is encouraged to consider academic and co-curricular programming for lower-division students.